

Cardinal Valley Elementary Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Priorities for Needs Assessments:

- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 4: Review, Analyze, Apply Data Results](#)

Processes, Practices, or Conditions for Needs Assessment on Steps:

1. **Enhance the Use of PLC Time**

Focus on utilizing Professional Learning Community (PLC) time specifically for reviewing, analyzing, and applying data result instructional adjustments based on student performance, aligning with **KCWP 4: Review, Analyze, Apply Data Results**.

s. This will help in making

2. **Provide Professional Development**

Offer professional development opportunities that emphasize effectively interpreting data to inform teaching practices. This applying data results in instructional planning, in line with **KCWP 2: Design and Deliver Instruction**.

training will support educators in

3. **Create Structured Collaboration Time**

Establish dedicated time for teachers to collaboratively review, analyze, and discuss data. This structured approach will emp student needs through the application of data results, reinforcing both **KCWP 2 and KCWP 4** objectives.

hasize trends and address

Needs Assessment: Processes, Practices, or Conditions

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
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State Assessment Results in reading and mathematics	40.6	+5.1
State Assessment Results in science, social studies, and writing	41.5	+2.5
English Learner Progress	62.9	-4.1
Quality of School Climate and Safety	76.6	-2.4
Postsecondary Readiness - <i>High School only</i>		
Graduation Rate - <i>High School only</i>		

1: State Assessment Results in Reading and Mathematics

State Assessment Results in Reading

- By 2025, **Cardinal Valley Elementary** will increase Reading proficient and distinguished level to 60% as measured by KSA. The current level is 23%.

State Assessment Results in Math

- By 2025, **Cardinal Valley Elementary** will increase Math proficiency and distinguished level to 55% as measured by KSA. The current level is 17%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Cardinal Valley Elementary will increase P/D in Reading to 60%.	KCWP3	Process- Formal and informal processes to gather student learning data; academic monitoring during instruction, identification of enrichment of reteach, formative weekly assessments, unit assessments	PLC Observations Grade Level Data Spreadsheets Grade Level Assessments		
	KCWP4	Process- Develop and use a tracking system for monitoring student progress by learning intentions/ standards. System for tracking standard attainment weekly (continuing deconstruction of ELA standards, added in math)	Grade Level Data Spreadsheets		
	KCWP2	Practice- Explicit instruction in reading foundation skills using a clear scope and sequence in grades K-2.	Observations Grade Level Plans Student work		
By 2025, Cardinal Valley Elementary will increase	KCWP3	Process- Formal and informal processes to gather student learning	PLC Observations Grade Level Data		

State Assessment Results in Reading

- By 2025, **Cardinal Valley Elementary** will increase Reading proficient and distinguished level to 60% as measured by KSA. The current level is 23%.

State Assessment Results in Math

- By 2025, **Cardinal Valley Elementary** will increase Math proficiency and distinguished level to 55% as measured by KSA. The current level is 17%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
P/D in Math to 55%.		data; academic monitoring during instruction, identification of enrichment of reteach, formative weekly assessments, unit assessments	Spreadsheets Grade Level Assessments		
	KCWP4	Process - Develop and use a tracking system for monitoring student progress by learning intentions/standards. System for tracking standard attainment weekly (continuing deconstruction of ELA standards, added in math)	Grade Level Data Spreadsheets		
	KCWP2	Practice - Explicit instruction in math foundation skills using data from the KCM math fluency assessments to determine scope and sequence. Students will have access to conceptual math strategies through the use of Investigations Daily Routines/10- minute math, small group instruction, and manipulatives.	Observations Grade Level Plans Student work		

2: State Assessment Results in Science, Social Studies, and Combined Writing

State Assessment Results in Science

- By 2025, **Cardinal Valley Elementary** will increase Science proficiency and distinguished level to 45% as measured by KSA. The current level is 10%.

State Assessment Results in Social Studies

- By 2025, **Cardinal Valley Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. The current level is 15%.

State Assessment Results in Combined Writing

- By 2025, **Cardinal Valley Elementary** will increase Combined Writing proficiency and distinguished level to 60% as measured by KSA. The current level is 21%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Cardinal Valley Elementary will increase P/D in Science to 45%.	KCWP2	Practice - Plan and implement Thinking Maps strategies school - wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map	Observations Grade Level Plans Student work		
By 2025, Cardinal Valley Elementary will increase P/D in Social Studies to 60%.	KCWP2	Practice - Plan and implement Thinking Maps strategies school - wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map	Observations Grade Level Plans Student work		
By 2025, Cardinal Valley Elementary will increase P/D in Combined Writing to 60%.	KCWP2	Practice - Plan and implement Thinking Maps strategies school - wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map	Observations Grade Level Plans Student work		

State Assessment Results in Science

- By 2025, **Cardinal Valley Elementary** will increase Science proficiency and distinguished level to 45% as measured by KSA. The current level is 10%.

State Assessment Results in Social Studies

- By 2025, **Cardinal Valley Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. The current level is 15%.

State Assessment Results in Combined Writing

- By 2025, **Cardinal Valley Elementary** will increase Combined Writing proficiency and distinguished level to 60% as measured by KSA. The current level is 21%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP2	Practice - Writing committee meets to deconstruct writing composition standards, trains the staff on implementing high -yield writing strategies, and school -wide vertical alignment. Students will receive explicit instruction in writing skills via mini- lessons, writer's workshop, and conferences . Teachers created writing rubrics and exemplars to share with students.	Observations Grade Level PlansRubrics Exemplars Student work		

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<ul style="list-style-type: none"> • By 2025, Cardinal Valley Elementary will decrease the percentage of students with disabilities scoring novice in reading from 68% to 9%. • By 2025, Cardinal Valley Elementary will decrease the 	KCWP5	Practice- Provide behavior-specific praise and reinforcement. Implement and commit to scheduled monitoring efforts in accordance with continuous improvement needs.	Observations Student Behavior Plans and Charts		
	KCWP5	Practice- Identify curricular modification needs and front load concepts where high levels of prerequisite skills are identified.	Special Education Teacher Lesson Plans EL Teacher Lesson Plans Observations		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>percentage of students with disabilities scoring novice in math from 77% to 10%.</p> <ul style="list-style-type: none"> • 	KCWP5	<p>Condition - Allocate human resources and modify master schedule to better meet the needs of students with IEPs and PSPs leads to:</p> <ul style="list-style-type: none"> - Teaching small interactive groups - Greater opportunities for co - teaching - Teaching content in multiple ways - Providing immediate feedback - Teaching self - regulation and self - monitoring 	<p>District Staffing Allocation (all special education staffing needs are allocated as determined by student IEPs)</p>		
<ul style="list-style-type: none"> • By 2025, Cardinal Valley Elementary will decrease the percentage of EL students scoring novice in reading from 54% to 7%. • By 2025, Cardinal Valley Elementary will decrease the percentage of EL students scoring novice in math from 62% to 8%. 	KCWP2	<p>Practice- Plan and implement Thinking Maps strategies school-wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map</p>	<p>Observations Grade Level Plans Student work</p>		
	KCWP2	<p>Practice- Explicit instruction in math foundation skills using data from the KCM math fluency assessments to determine scope and sequence. Students will have access to conceptual math strategies through the use of Investigations Daily Routines/ 10- minute math, small group instruction, and manipulatives.</p>	<p>Observations Grade Level Plans Student work</p>		

4: English Learner Progress

English Learner Progress					
<ul style="list-style-type: none"> By 2025, Cardinal Valley Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. The current level is 66%. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Cardinal Valley Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP2	Practice - Plan and implement oracy strategies (intentional planning of oracy activities by grade level teams)	Observations Grade Level Plans		
By 2025, Cardinal Valley Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP5	Practice - Identify curricular modification needs and front load concepts where high levels of prerequisite skills are identified.	Special Education Teacher Lesson Plans EL Teacher Lesson Plans Observations		

5: Quality of School Climate and Safety

Quality of School Climate and Safety					
<ul style="list-style-type: none"> By 2025, Cardinal Valley Elementary will increase the quality of the school climate and safety index to 85% as measured by KSA. The current level is 79.4%. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Cardinal Valley Elementary will increase the Quality of School Climate and Safety Index from 82.9% to 85%	KCWP6	Practice - Ensure expectations of students are clearly defined and group norms have been established in the classroom and school - Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school	Beginning of school plans Midyear plans Morning announcements		

Quality of School Climate and Safety					
<ul style="list-style-type: none"> By 2025, Cardinal Valley Elementary will increase the quality of the school climate and safety index to 85% as measured by KSA. The current level is 79.4%. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Process - Ensure implementation of character education practices (respectful, responsible, safe) <ul style="list-style-type: none"> - Monthly character trait recognitions - Daily instruction of positive traits using Caring Schools Community - Monthly PBIS celebrations/recognitions - Small group instruction with various programs for T2 and T3 students as determined by data 	Eos Behavior Platform		
By 2025, Cardinal Valley Elementary will increase the Quality of School Climate and Safety Index from 82.9% to 85%	KCWP6	Process - Ensure effective implementation of anti-bullying policies and procedures	Beginning of year school plansPLP Eos Behavior Platform		
		Process - Ensure that classrooms operate within the school's guidelines of cultural responsiveness <ul style="list-style-type: none"> - Morning announcements with recognition of achievements within diverse cultures - Purchasing diverse school library books and resources - Celebrating diverse cultures during Title 1 nights 	Morning Announcements Library Catalog Title 1 Agenda		

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Special Considerations for Targeted Support and Improvement (TSI)

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

quities that were identified that may

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

tions that were determined to address the

Response:

Targeted Subgroups and Evidence -Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

TSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence -based Activity	Evidence Citation	Uploaded in CIP
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Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>
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CVE 2024-2025 Phase One: Executive Summary for Schools_09242024_11:18

2024-2025 Phase One: Executive Summary for Schools

Cardinal Valley Elementary School
Kevin Disney
218 Mandalay Rd
Lexington, Kentucky, 40504
United States of America

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2024-2025 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cardinal Valley Elementary serves approximately 650 pre-K through 5th grade students in an urban setting in Lexington, Kentucky. Demographically, students are 76% Hispanic, 13% African American or Black, and 12% White. In 2022-2023, 74% of the students were identified as English language learners, 14% received special education services, and 89% qualified for free or reduced lunch. Our students face many challenges due to their socioeconomic status and language acquisition, however students are showing academic growth across various assessments.

Cardinal Valley Elementary is unique in that we have the only heritage-speaker dual language immersion program in the state. We are in the eighth year of the dual language immersion strand program and in 2021-2022 transitioned to a simultaneous biliteracy format. The expectation is for these students to be completely biliterate and bilingual by the end of fifth grade.

In the past three years, our school has placed a renewed emphasis on core instruction/foundational skills in reading and math, refined MTSS and PBIS procedures, and continued implementation of our PLC and team planning processes. We are also continuing to build partnerships with the community including local churches, colleges and universities, and businesses. In addition, our English learner population has become more diverse and now includes 7 languages spoken and 12 countries represented. We are also being more intentional in hiring staff that mirrors the population of our students.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Some of our stakeholder groups include SBDM, SBDM Committees, FRC Advisory, FACE, and PTA. The school ensures stakeholder involvement and engagement by keeping the focus on meeting the needs of our students. Our SBDM meets monthly and includes admin, teachers, and parents. They are focused on student achievement and improving instruction. Our SBDM Committees meet with monthly charges. Our FRC Advisory collaborates to meet students' and families' needs. Our Family and Community Engagement (FACE) Liaison and Title I Lead supports family involvement and engagement with two way communication, open spaces, family education, and community support/partnerships. Our

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The mission of Cardinal Valley Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

Our purpose is to provide all students with an opportunity to reach their full potential through high-quality standards-based instruction. Our staff members believe in their individual and collective capacity to enable all students to achieve mastery of social skills and academic content. Teachers work collaboratively to engage in best practices that will improve student achievement. Additionally, teachers engage in collective inquiry in both academics and behavior to support the implementation of our MTSS and PBIS systems.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The Brigance assessment is administered to all kindergarten students and since 2020 we have developed a long range plan to improve kindergarten readiness. Our overall kindergarten readiness score has improved from 7.7% in 2018-2019 to 43.4% in 2021-2022. Since the 2019-2020 school year Cardinal Valley has achieved the gold level status in PBIS. In addition, Cardinal Valley Elementary was recognized as a 2023 Green Ribbon School by the US Department of Education.

Our goal is to improve student proficiency in reading, math, science, social studies, and writing on the Kentucky Summative Assessment. We will do this by intentionally focusing on guided reading, oracy, conceptual math practices, and standards-based instruction.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We want to be a resource for the community and assist families in obtaining academic, medical, mental health and community resources. We aim to be open and welcoming to all community members regardless of languages spoken and will continue to work with organizations within the Cardinal Valley neighborhood to ensure that communication is ongoing. Our goal is to foster relationships between the school and community so we will continue to involve parents and neighborhood organizations as partners.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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CVE 2024-2025 Phase Two: The Needs Assessment for Schools_10292024_09:20

2024-2025 Phase Two: The Needs Assessment for Schools

Cardinal Valley Elementary School
Kevin Disney
218 Mandalay Rd
Lexington, Kentucky, 40504
United States of America

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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

Data is analyzed and applied at Cardinal Valley Elementary by multiple teams at several levels. Our SBDM council reviews school-wide and grade-level data pertaining to KAS, MAP, and behavior as it comes available. MTSS meets quarterly to review tier 2 and tier 3 intervention data for academics and behavior. This team consists of administration, academic and behavior interventionists, and homeroom teachers. The Student Support Team meets weekly to discuss tier 2 and tier 3 behavior data. This team consists of the assistant principal, school counselors, MTSS lead and two district mental health specialists. Classroom data, including formative assessments and common unit assessments, are reviewed regularly by administration, EL teachers, special education teachers, and classroom teachers during weekly PLCs. For each meeting, regardless of the type of team or council present, minutes are taken to ensure the historical accuracy of student performance and data analysis.

The leadership team uses the needs assessment in order to determine the schoolwide priorities for the academic year. These priorities are identified as the focus for PLCs, grade level team planning, walk-throughs, and professional learning.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Last year's CSIP focused on using tier 1 curricula to improve student achievement in reading, math, writing, science, and social studies. When comparing student performance on the KSA 2022-2023 data with KSA data from 2023-24 the 3rd-5th grade students did make improvements in reading, math, social studies and science. We also saw significant gains in our Targeted Support and Improvement (TSI) areas to the point where we no longer TSI for English Learners and Special Education. While we recognize our students are not to the benchmark we had originally set, we recognize the gains made and want to use this as momentum forward.

This year we will continue to focus on tier 1 instruction by implementing backward design to align standards with instructional activities. We are also creating shared common assessments, analyzing student data, and differentiating during small group time to both accelerate and extend student learning. We are intentionally using PLC time to create and analyze formative and summative assessments, foster discussions amongst educators about effective teaching strategies, and develop collective efficacy amongst each grade-level team and support staff. These practices will be used to increase student achievement. We intend to move all students toward proficiency by using MTSS processes, culturally relevant teaching (Heritage Dual Language Immersion Program), and analyzing formative and summative test results.

For PBIS we wanted to ensure common area expectations, implement a shared data collection process to build a positive learning environment schoolwide. CVE was successful in continuing the gold level PBIS school this year.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

- The number of office discipline referrals decreased from 228 in 2021-2022 to 173 in 2022-2023.
- From 2021-2024 there was a 5% increase in the percentage of students scoring Proficient or Distinguished on KSA in Reading.
- From 2021-2024 there was a 6% increase in the percentage of students scoring Proficient or Distinguished on KSA in Math.
- From 2021-2024 there was a 15% decrease in the percentage of students scoring Novice on KSA in Math.
- From 2021-2024 there was a 27% decrease in the percentage of students scoring Novice on KSA in Science.

Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - 22% of students scored Proficient or Distinguished in Reading on KSA.
 - 23% of students scored Proficient or Distinguished in Math on KSA.
 - 21% of students scored Proficient or Distinguished in Combined Writing on KSA.
 - Our overall index score on Quality of School Climate and Safety was 76.6% which was in the high range.
 - The number of office discipline referrals decreased from 228 in 2021-2022 to 196 in 2023-2024.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Overall, CVE was 23% proficient/distinguished in math, meaning 77% of our students scored below proficiency in this area on the KSA. Out of the 77% not proficient 44% were in the novice range.

Overall, CVE was 22% proficient/distinguished in reading, meaning 78% of our students scored below proficiency in this area on the KSA. Out of the 78% not proficient 43% were in the novice range.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Student culture is positive with a score of 76.6% on the KSA. Our students are happy at school and want to learn.

Our novice rate in reading on the KSA went from a score of 46 in 2022-2023 to 43 in 2023-2024. Student improvement in reading will translate to student improvement on the science, writing, and social studies assessments as they all require grade-level reading comprehension skills.

Our novice rate in math on the KSA went from a score of 56% in 2022-2023 to 44% in 2023-2024. Student improvement in math will help to build a foundation for future mathematical instruction.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)


Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

 CVE School Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Data-Driven Instruction and Assessment


- Rationale: Utilizing a robust system for collecting and analyzing student learning data is critical for identifying strengths and areas needing improvement. This includes implementing the universal screener, common formative assessments, and the established data analysis protocols.
- Action Steps:
 - Enhance the use of PLC time to focus on data analysis and instructional adjustments based on student performance.
 - Provide professional development on interpreting data effectively to inform teaching practices.
 - Create structured time for teachers to collaboratively review and discuss data, focusing on trends and student needs.

Social-Emotional Learning (SEL) and Character Education

- Rationale: Fostering a positive school climate through SEL and character education is fundamental for student success. This includes teaching self-regulation and creating a respectful and responsible school environment.

- Action Steps:
 - Integrate SEL practices into daily instruction, ensuring that social-emotional skills are explicitly taught and reinforced.
 - Organize regular character trait recognition events and PBIS celebrations to reinforce positive behaviors.
 - Provide training for staff on implementing character education practices and managing classroom behaviors effectively.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CVE School Key Elements		• 7



CVE 2024-2025 Phase Two: School Assurances_10292024_08:57

2024-2025 Phase Two: School Assurances

Cardinal Valley Elementary School

Kevin Disney

218 Mandalay Rd

Lexington, Kentucky, 40504

United States of America

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2024-2025 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- Yes
- No
- N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

30. In a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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CVE 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

Cardinal Valley Elementary School
Kevin Disney
218 Mandalay Rd
Lexington, Kentucky, 40504
United States of America

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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

The mission of Cardinal Valley Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Our focus areas for professional development are PLC's and Instructional Delivery/Acceleration.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

During PLC's we focus on standards, develop learning objectives and success criteria, create or review formative assessments and analyze data. Instructional delivery training addresses our Tier I instructional strategies including Thinking Maps, Oracy, Writing Reading and Conceptual Math Strategies.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

For our first focus area, we plan to extend our current work and focus on backward design as we continue our current work. This will include developing assessments, and instructional strategies.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended results of the work we will do with PLC are teachers who are more intentional in addressing grade level standards, analyzing student work samples and student data.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

We will look at student work samples, formative assessment and common grade level assessment data and classroom observations. This data will be gathered by teachers, administrators and instructional coaches. Data will be analyzed multiple times for quarter.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

Indicators of success will be improved student performance on grade level work and assessments as well as development of appropriate assessments and instructional activities.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The target audience for this learning includes all elementary teachers in our building.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

We will need funding for teacher release days, UFLI and Thinking Maps resources as well as resources related to our new instructional materials.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Our district and school level coaches will continue to lead PLC meetings and meet with teachers in coaching cycles. The coaches and administrative team will lead professional learning sessions on the selected topics and then follow up on them with walkthroughs and coaching sessions.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

For our second focus area of instructional delivery/acceleration, we are working on Thinking Maps, Writing, Oracy and Meta Language.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

The intended results of this professional development is an improvement of tier I instruction in Reading, Math and Writing. This will lead to higher overall student performance and result in a decrease in the number of students in Tier II and Tier III interventions.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

This instruction will be monitored through lesson plans and walkthrough data.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

Indicators of success will include grade level appropriate assignments and assessments as well as an improvement in student performance on grade level standards.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

This training is targeted at all elementary teachers.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

We will need Thinking Maps materials and training as well as funding for instructional release days.


5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Teachers will be supported by the instructional coaches and administrative team during PLC meetings and through on-going coaching cycles.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Cardinal Valley 2024-2025 FCPS School-Based Professional Learning Plan		•